

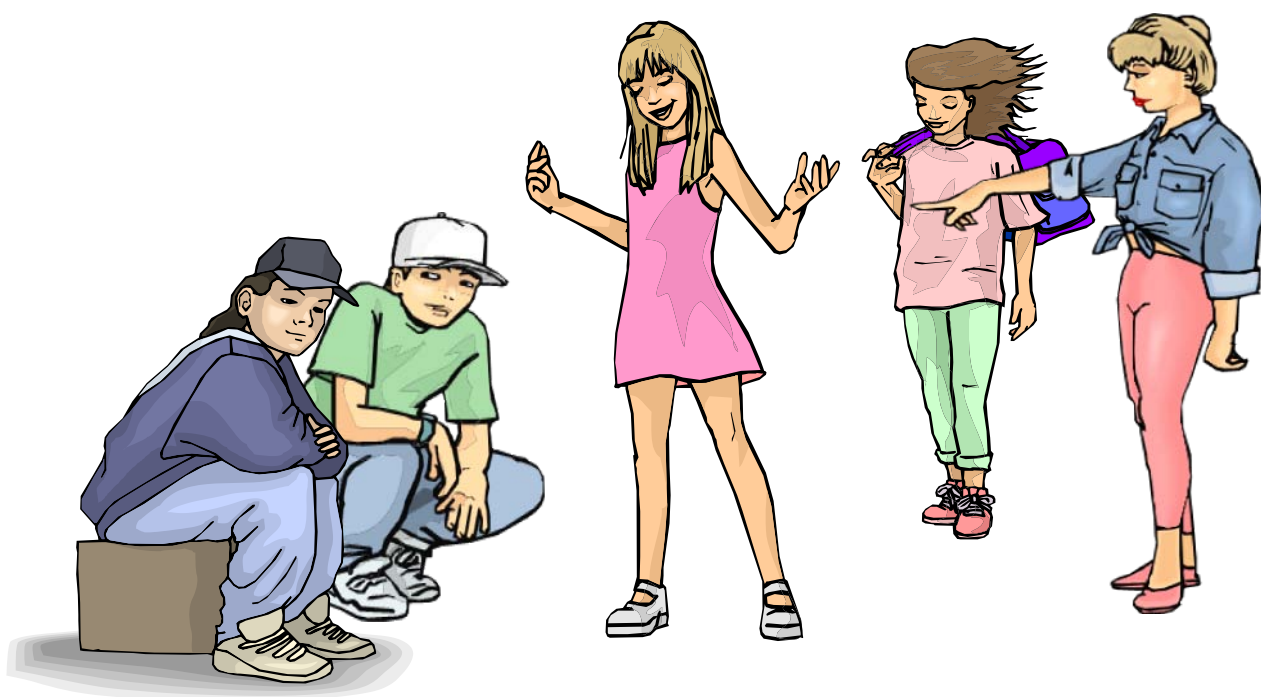


Personal Learning Plan – PLP

Task 5 - Communication

CAPABILITY:

COMMUNICATION



TASK (TALK ABOUT ME):

*ICAN REFLECT ON MY LEARNING JOURNEY AND SHARE WHAT I HAVE
DISCOVERED WITH OTHERS.*

INDEX:

Capability Task Overview Sheet and Explanation of Task 5: Communication

- [Part 1 – Understanding and Development of Capabilities \(UDC\)](#)
 - Wordle task
- [Part 2 – Assessment Design Criteria \(ADC\)](#)
 - Mind Map
- [Part 3 – Reflective Learning Mind Map](#)
- [Part 4 – PLP Task Summary Sheets](#)
- [Part 5 – PLP Presentation Planning](#)
 - Preparing Your PLP Presentation
 - PLP Presentation Task Sheet
 - Self-Evaluation Sheet
- [Part 6 – Audience Feedback Sheet](#)
- [Part 7 – Final PLP Presentation Document / Product](#)
- [Part 8 – Evidence Checklist](#) (for use by Case Manager)
- [Part 9 – Task Performance Standards](#) (for FLO Coordinator's reference)
- [Part 10 – ICAN PLP Task Trial Feedback Sheet](#)
(Optional)

EXPLANATION OF TASK 5: COMMUNICATION

While PLP Tasks 1 – 4 could be done in any order, Task 5 of the PLP must be done last.

Task 5 is essentially an opportunity for students to consolidate their learning and share their learning across the whole PLP.

Each Capability (ie: Personal Development, Learning, Citizenship, Work and Communication) needs to be addressed. The presentation is also an important opportunity for students to ‘fill in the gaps’ if there are areas they have perhaps not addressed fully in PLP Tasks 1 – 4.

Students can do their presentation in a number of ways – students can be creative in their approach. What is important is that, whatever form the presentation takes, the student needs to demonstrate reflection on their learning in the PLP.

The key statement that needs to be addressed in the presentation is:

Students reflect on their learning from the four tasks undertaken in the PLP. They record a discussion which provides evidence of evaluation of their plans, aspirations and capabilities and how these may inform future directions for living and learning.

As a guide, the length of the presentation should be about 5 – 7 minutes of ‘talking time’, which is the equivalent of approximately 500 – 750 words in written form.

Possible presentation styles could include:

- ☐ Round Table Discussion
- ☐ Interview
- ☐ PowerPoint Presentation
- ☐ Exhibition (eg: photographs)

(Facilitators may also incorporate evidence in the form of notes they have taken about conversations and observations they have made about the student’s learning in the PLP).

The presentation needs to be **recorded** in some way (eg: audio recording; video recording; copy of PowerPoint etc). This is critical for **moderation purposes**.

There may be some additions to this Task, to help facilitators and students prepare for the moderation process. Should there be any further supporting information required, you will be advised as soon as possible.

**ICAN PLP
TASK OVERVIEW SHEET**

CAPABILITY: COMMUNICATION

TASK:	ICAN REFLECT ON MY LEARNING JOURNEY AND SHARE WHAT I HAVE DISCOVERED WITH OTHERS.	ASSESS. DESIGN CRITERIA:
Part 1	<input type="checkbox"/> <u>Understanding and Development of Capabilities</u> - Wordle task (common task for each capability)	UDC 2 (Communication)
Part 2	<input type="checkbox"/> <u>Assessment Design Criteria</u> - Mind Map (common task for each capability)	(ADC listed below)
Part 3	<input type="checkbox"/> Use the <u>Reflective Learning Mind Map</u> to identify one activity that you found to be either the most interesting, enjoyable, useful or worthwhile from each Task. Plot the activity on the Mind Map. This will provide you with an overview of your main learning in the PLP. <input type="checkbox"/> Use the <u>PLP Task Summary Sheets</u> to identify the skill development, learning outcomes and areas for development that you discovered in each Capability.	D3
Part 4	<input type="checkbox"/> <u>Presentation Design</u> - Look at these sheets and identify presentation formats and modes that you could use to present this information to either your case manager or a small audience. <input type="checkbox"/> Create a draft design of your presentation. Seek feedback from others and use the feedback to refine your presentation. <input type="checkbox"/> Decide how your presentation will be recorded (eg: video; audio; powerpoint submitted; transcript).	ER1
Part 5	<input type="checkbox"/> <u>Presentation Rehearsal</u> – prepare your presentation notes (eg: cue cards or script). Rehearse the presentation, using the Rehearsal Feedback Sheet as a guide to help you to present your information well. Time the presentation. <input type="checkbox"/> Rehearse your presentation in front of at least one other person and ask them to complete the Rehearsal Feedback Sheet. Reflect on the feedback after your rehearsal and make changes, if required. <input type="checkbox"/> Allocate regular times to rehearse your presentation before the Final Presentation date. Make sure that any material or equipment that you need is organised in advance.	ER1
Part 6	<input type="checkbox"/> <u>Final PLP Presentation / Product</u> presented and recorded for assessment.	C2

PART 1:

Understanding and Development of Capabilities (UDC)

Wordle Task

PART 1: UNDERSTANDING AND DEVELOPMENT OF CAPABILITIES: COMMUNICATION

- Students communicate with their teachers, mentors, parents/carers, career advisors, employers and other people with relevant expertise to define their learning needs and goals and work out how to develop their knowledge and skills further.
- Students, with support, identify their strengths and areas for development and build on their skills in literacy, numeracy and information and communication technology.
- Students discuss with their teacher how their literacy and numeracy skills and goals fit their chosen pathways through school and into their futures.
- Students build their capabilities for self-expression through activities such as role-plays, mock interviews, round table discussions, giving and receiving feedback, and personal skills inventories.
- Students build their capabilities for self-expression through activities such as role-plays, mock interviews, round table discussions, giving and receiving feedback, and personal skills inventories.

To demonstrate understanding of the capability, Learning, **read** the dot-points above. **Then**, type these dot-points into a Word document.

Next, follow these steps:

1. Open www.wordle.net/create and copy the text into the 'paste a bunch of text' section.
2. Press 'GO'. Wait for a moment and you will see your first word cloud.
3. **Open a PowerPoint** and produce 6 blank slides.
4. Go back to Wordle and press 'Print Screen' on the top row of the keyboard (next to F12) the **open the PowerPoint**, right click and paste the image into the first PowerPoint slide.
5. Go back to Wordle and press 'randomize'. You will see a new cloud. If you want to keep it, press 'Print Screen' and then **open the PowerPoint**, right click and paste the image into the second PowerPoint slide.
6. Repeat this process until you have 6 word clouds.
7. Choose the slide that you like best and print.

Look at the Wordle design you have created and answer the following questions:

Which words are the key words? _____

Why do you think so? _____

Which 3 words do you think are the next most important?

Look at the Capability and the Wordle. Summarise what you think the capability is about:

PART 2:

Assessment Design Criteria (ADC)

Mind Map

PART 2:

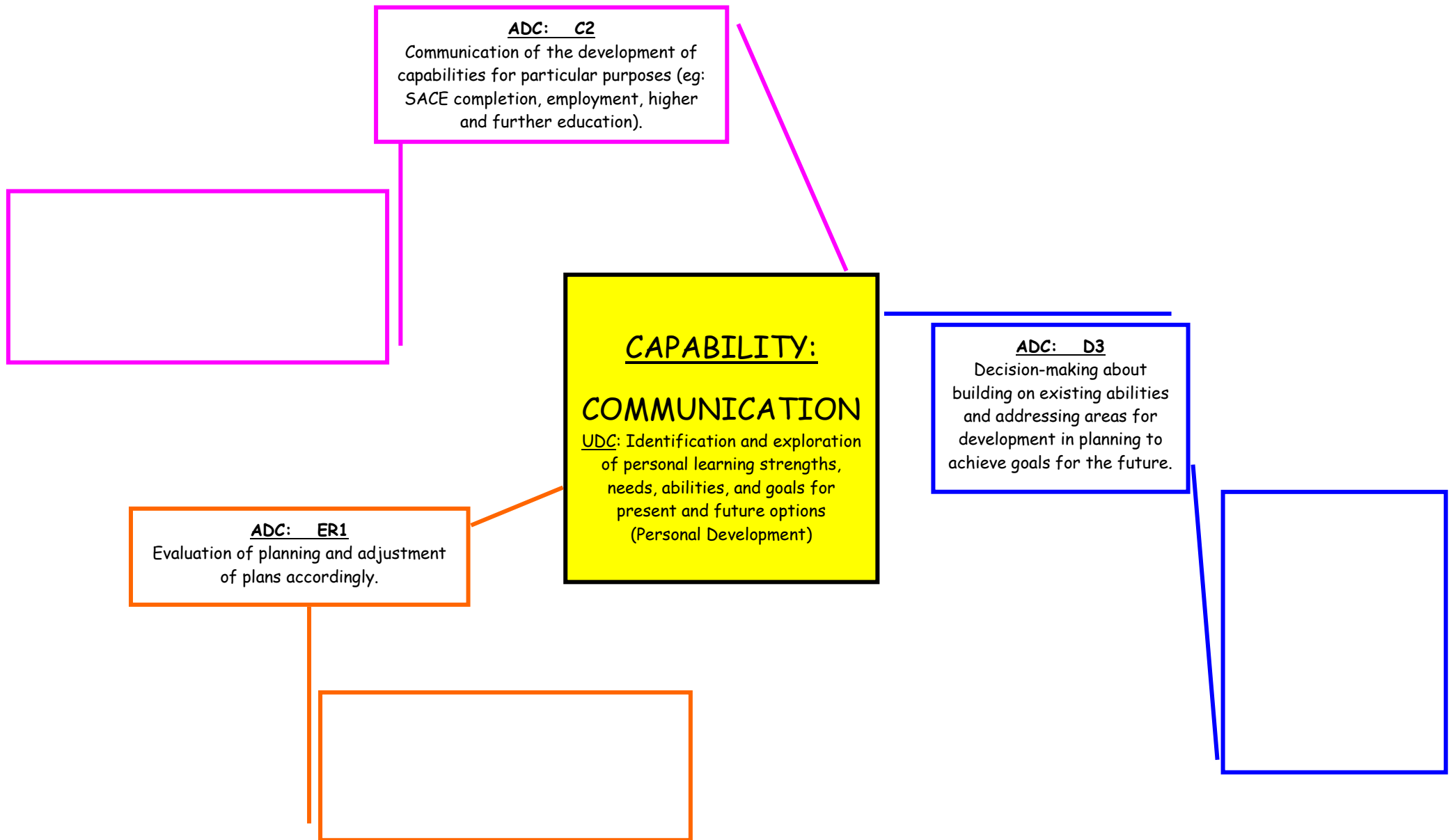
ASSESSMENT DESIGN CRITERIA (ADC) - COMMUNICATION MIND MAP

Decision-making	Communication	Evaluation & Reflection
D3 Decision-making about building on existing abilities and addressing areas for development in planning to achieve goals for the future	C2 Communication of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education).	ER1 Evaluation of planning, and adjustment of plans accordingly.

The Mind Map on the following page shows which capability you are developing and how that capability will be assessed through the Assessment Design Criteria (ADC).

Find and use the Capability Task Overview sheet to fill in the parts of the task that are used for each ADC. Write the (underlined) name of the task into the blank boxes.

MIND MAP FOR COMMUNICATION CAPABILITY

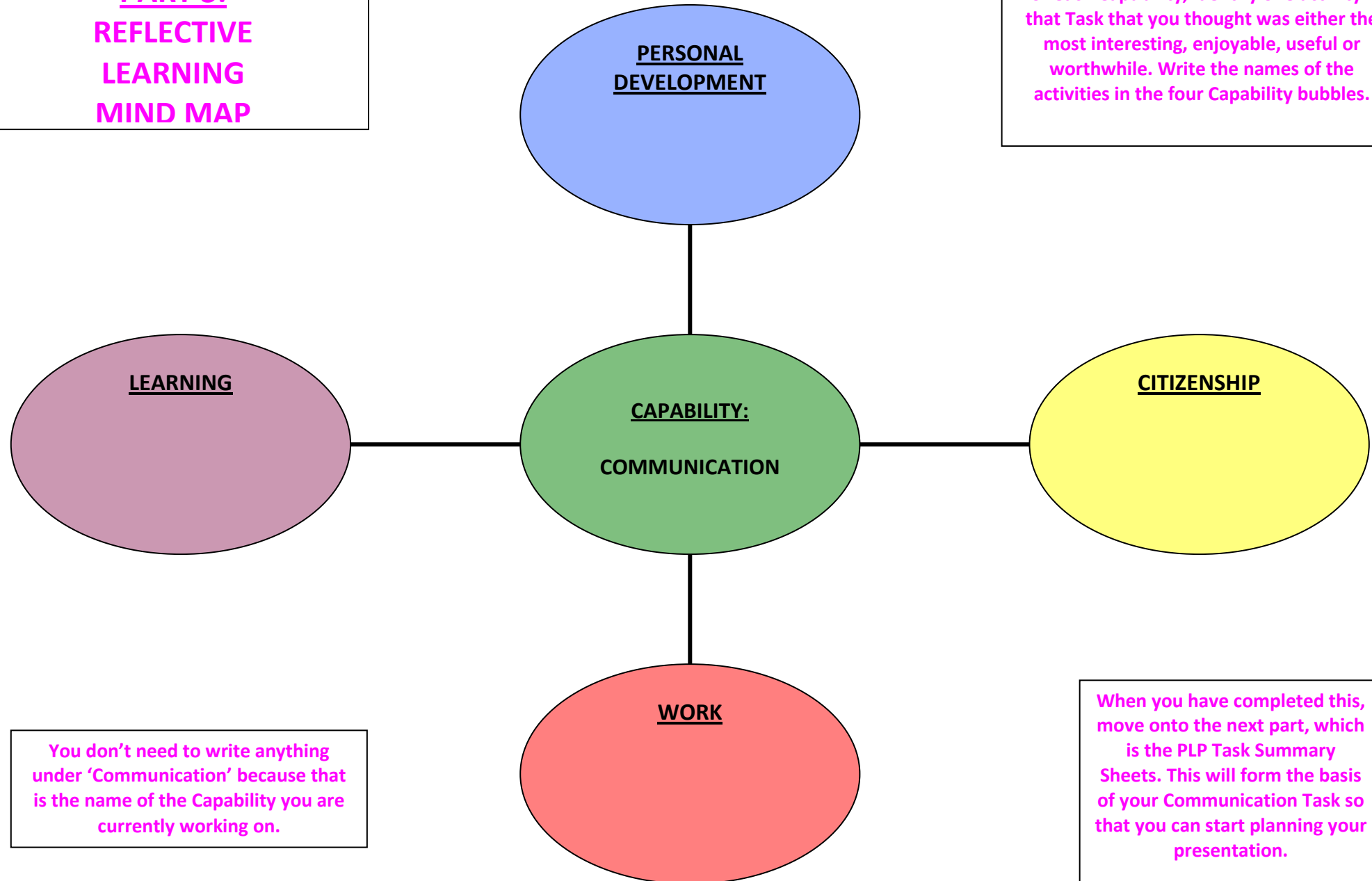


PART 3:

Reflective Learning Mind Map

PART 3:
REFLECTIVE
LEARNING
MIND MAP

For each Capability, identify one activity in that Task that you thought was either the most interesting, enjoyable, useful or worthwhile. Write the names of the activities in the four Capability bubbles.

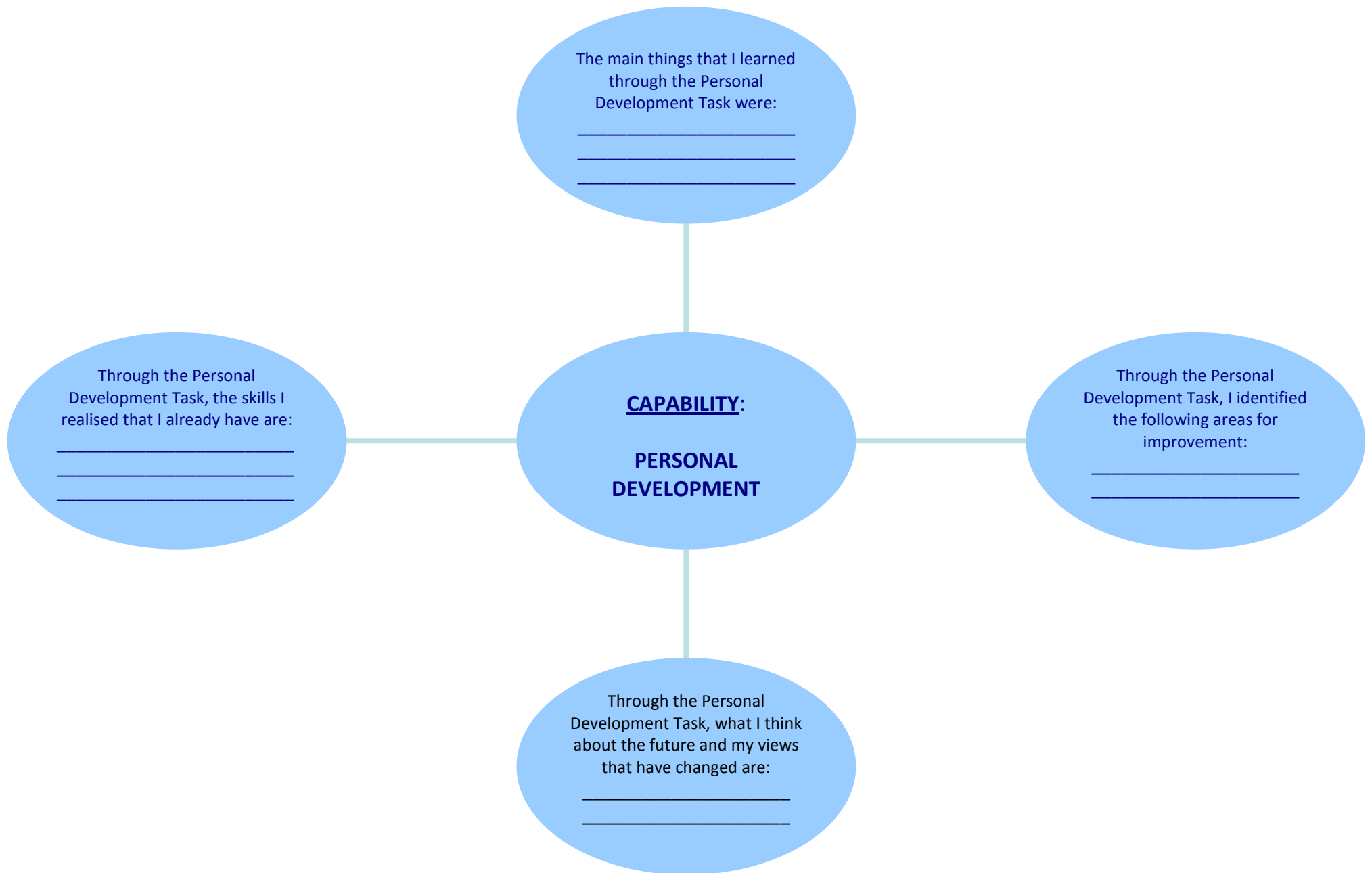


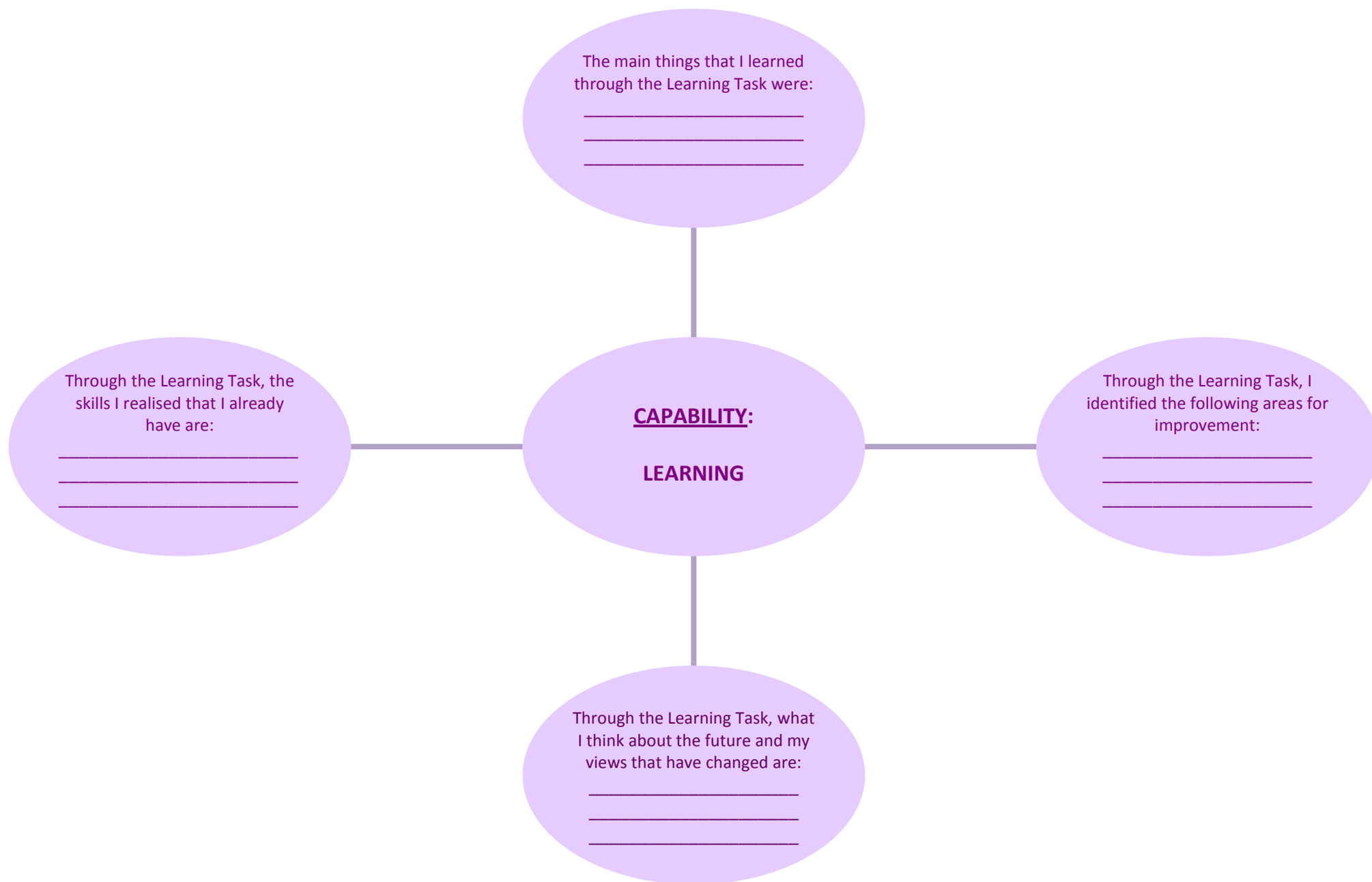
You don't need to write anything under 'Communication' because that is the name of the Capability you are currently working on.

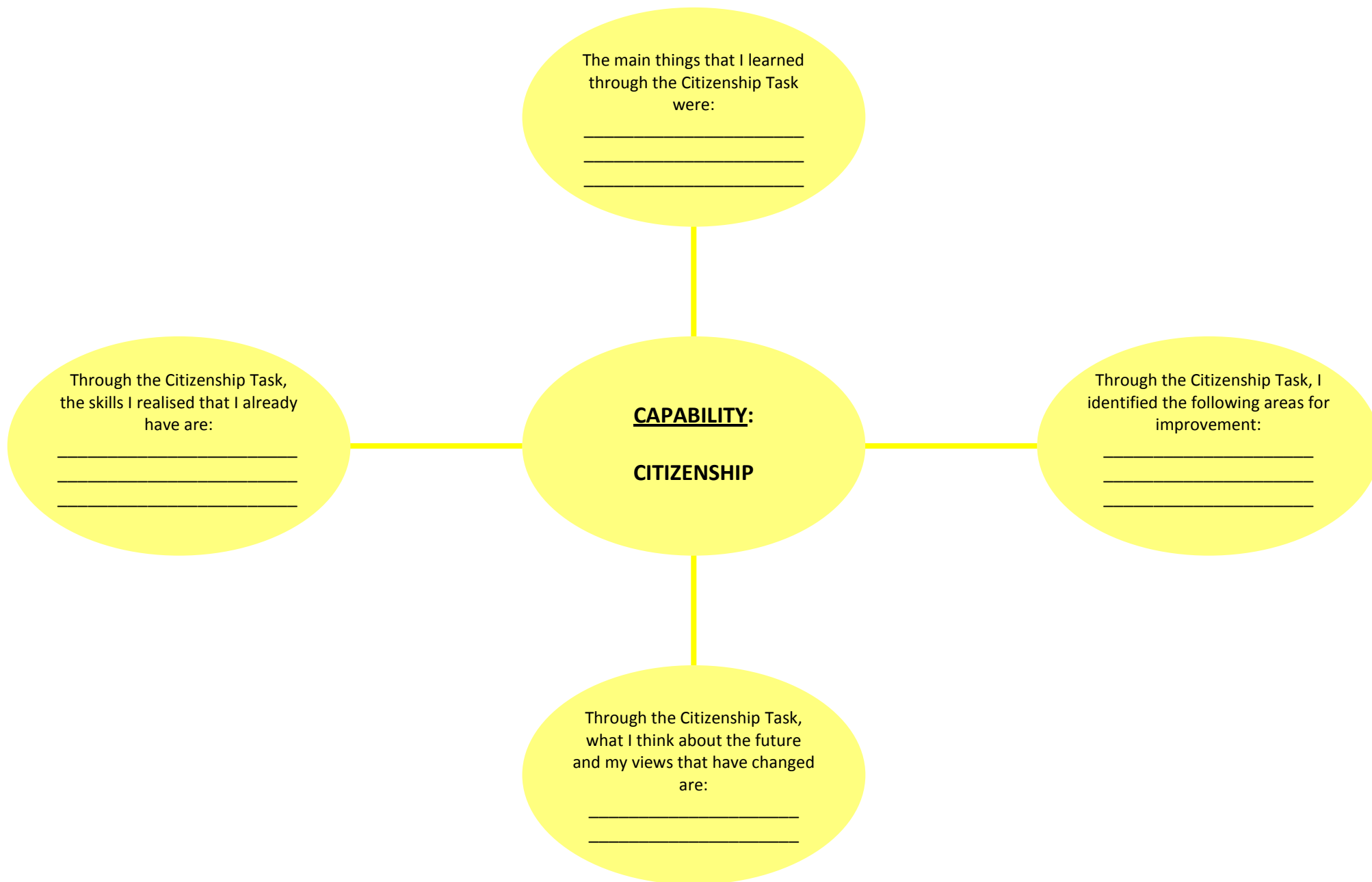
When you have completed this, move onto the next part, which is the PLP Task Summary Sheets. This will form the basis of your Communication Task so that you can start planning your presentation.

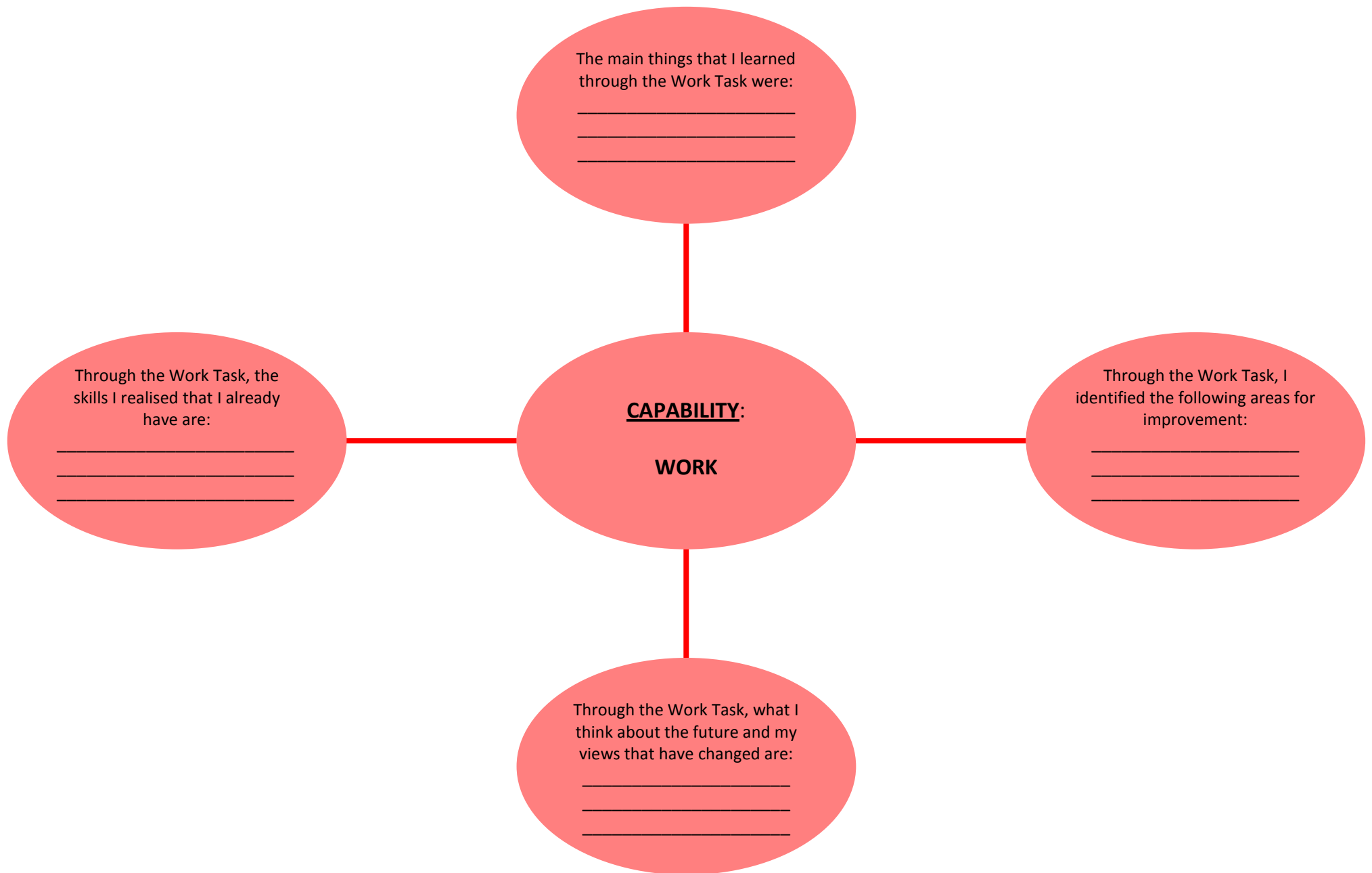
PART 4:

PLP Task Summary Sheets



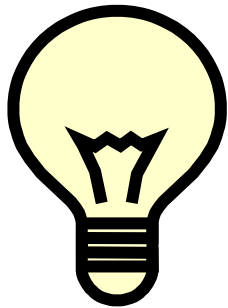






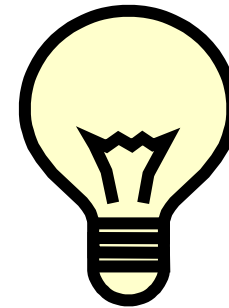
PART 5:

PLP Presentation Planning



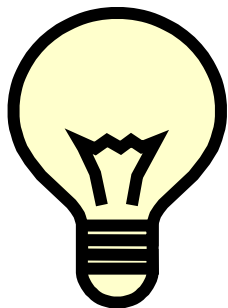
What form will your presentation take?
(eg: PowerPoint; oral presentation using cue cards and visual aids; exhibition)

How will you record your presentation so that your FLO Coordinator can assess it? (eg: script; interview questions and answers; PowerPoint presentation; audio or digital recording of presentation)



Preparing for the final presentation:

- ☐ Draft copy completed
- ☐ Rehearsal in front of an audience
- ☐ Gather Feedback Sheets
- ☐ Use feedback to improve the presentation
- ☐ Finish good copy
- ☐ Continue rehearsing and timing your performance
- ☐ Write up the final PLP Presentation Task Sheet
- ☐ Do the final presentation!!!



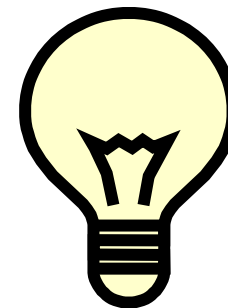
PART 5:

PREPARING YOUR PLP PRESENTATION:

Look at your Reflective Learning Mind Map and your PLP Task Summary Sheets. This information will form the basis of your ICAN PLP Presentation. Use this sheet to plan the main aspects of your presentation.

As you prepare your presentation, look at the following questions. Explain how the four Tasks had an impact on you in terms of these questions:

- ☐ Your view of yourself?
- ☐ Your ability to make choices?
- ☐ Your connections to the wider community?
- ☐ Your view of the future?



When you have completed your presentation, you need to rehearse it and get feedback from at least one other person. Who will your audience be?

PART 5: PLP PRESENTATION TASK SHEET

REQUIREMENT:	DETAILS:
Type of presentation	
Approximate length of presentation	
Nominated audience for the rehearsal and feedback	
Preparation of evidence and feedback process discussed with audience before presentation	
Date / time of rehearsal in front of audience	
Person or persons who will attend the final presentation	
Date / time of final presentation	

-
- ☐ When completed, check the details with your Case Manager.
 - ☐ Decide what equipment you will need, the venue for the presentation, equipment for recording the presentation, copies of relevant documents for those who will be at your final presentation, and any other relevant details to make sure that your presentation runs smoothly.
 - ☐ Don't forget to include the Audience Feedback Sheets from your rehearsal with this form.
 - ☐ Have fun and remember that this presentation is about your learning journey.
-

Well done! You have almost reached the end of the SACE Stage 1 ICAN PLP!
Good luck with the final stage – the presentation!

(Your Case Manager will check with your FLO Coordinator about when you need to hand up all of your PL

PART 5:
TASK 5: COMMUNICATION
SELF-EVALUATION

NAME: _____

DATE: ____/____/____

What should I be doing in order to be successful in this Task?

(Circle or highlight your answer. Be honest in your answers. This self-evaluation is intended to help you work out what you are doing and what you might need to do to prepare for your presentation).

Am I...

- Planning and reviewing my presentation? **YES / NO**
- Working independently (without direct supervision) when necessary? **YES / NO**
- Armed with a clear, organised Time Management Plan? **YES / NO**
- Reflecting on feedback and making changes to my presentation? **YES / NO**
- Making lists of things to do and things I need to deliver my presentation? **YES / NO**
- Including information in my presentation about what I have learned, my changing views and future plans and goals? **YES / NO**
- Using my program or case management time AND homework time effectively? **YES / NO**
- Making an appointment with my case manager / facilitator to discuss material and get feedback? **YES / NO**
- Rehearsing my presentation so that I know the information well? **YES / NO**
- Thinking about planning and organising a venue, equipment and material for my final rehearsal and my final presentation? **YES / NO**

PART 6:

Audience Feedback Sheet

PART 6:
AUDIENCE FEEDBACK ON REHEARSAL

STUDENT: _____ SCHOOL: _____

CASE MANAGER / PLP FACILITATOR: _____ DATE OF REHEARSAL: ____/____/____

AUDIENCE MEMBER PROVIDING FEEDBACK: _____ RELATIONSHIP TO STUDENT: _____

AUDIENCE FEEDBACK: (Please tick the relevant box. Please be honest, as this is important feedback for the student to use to improve his/her work)

ELEMENT:	POOR:	SATISFACTORY:	GOOD:	VERY GOOD:	EXCELLENT:
Organised and ready to present					
Eye contact with audience during presentation					
Clear speech (easy to hear and understand)					
Effective presentation style and interesting information					
Explanation of what the student has learned					
Explanation of what the student might do in the future					
Saw examples of work done in the PLP					
Overall effort put into the presentation					

COMMENTS:

What could the student improve? _____

What did the student do well? _____

What were the main things the student told you about their learning? _____

PART 7:

Final PLP Presentation Document / Product

PART 8:

Evidence Checklist (Case Manager to complete)

PART 8: EVIDENCE CHECKLIST (FOR USE BY CASE MANAGER)

FLO Case Manager to complete prior to submitting student work to the FLO Coordinator for assessment.

ASSESS. DESIGN CRITERIA:	EVIDENCE:	EVIDENCE ATTACHED (✓):
D3	<input type="checkbox"/> PLP Task summaries	
ER1	<input type="checkbox"/> Presentation design and rehearsal (including feedback)	
C2	<input type="checkbox"/> Final PLP presentation / product	

**NB: The Assessment Design Criteria have been allocated to the task that best fits the criteria. Criteria will overlap in several tasks.
The evidence sheet indicates that each has been specifically addressed.**

PART 9:

Performance Standards for this Task

(for FLO Coordinator's information / reference)

TASK 5: Talk about me - Performance Standards **PART 9: TASK PERFORMANCE STANDARDS (FOR FLO COORDINATOR'S REFERENCE)**

	Understanding and Development of Capabilities*	Decision-making	Communication	Evaluation and Reflection
A	<p>Comprehensive understanding, independent development, and capable demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Comprehensive and insightful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent and focused development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Independent and focused development and demonstration of learning skills most relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Convincing evidence of informed assessment of current literacy, numeracy, and information and communication technologies (ICT) skills and other capabilities.</p> <p>Independent and comprehensive development of personal abilities, specific knowledge, and skills to make informed decisions that are highly relevant to plans for future study and work.</p> <p>Astute decision-making about strengthening existing personal abilities and addressing areas for development in planning to achieve goals for the future.</p>	<p>Clear and discerning communication and interaction with others with relevant expertise (within school and externally) to explore, develop, and identify ideas and plans for present and future learning goals. (communication)</p> <p>Effective communication and justification of the development of capabilities for particular purposes (e.g. SACE completion, employment, higher and further education, participation in the community). (communication)</p>	<p>Evidence of comprehensive self-assessment and relevant, ongoing planning for achieving goals, and well-considered adjustments made to the plan in response.</p> <p>Comprehensive review and critical evaluation of, and reflection on, the purpose and relevance of the plan.</p> <p>Insightful and sophisticated reflection on the development and demonstration of the five capabilities.</p>
B	<p>Thoughtful development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Thoughtful identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Independent development of a plan that demonstrates appropriate preparation for workplace learning and employability skills. (work)</p> <p>Capable development and demonstration of learning skills relevant to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Well-informed understanding of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Proficient development of abilities, specific knowledge, and skills to make relevant decisions about the plans.</p> <p>Effective decision-making about building on existing abilities and considering areas for development in planning to achieve goals for the future.</p>	<p>Proficient communication and interaction with others with relevant expertise (within school and externally) to explore and identify ideas and plans for present and future learning goals. (communication)</p> <p>Coherent communication and explanation of the development of some of the capabilities for particular purposes (e.g. SACE completion, employment, higher and further education) as linked to the student's goals. (communication)</p>	<p>Evidence of capable self-assessment and detailed planning for achieving goals, and adjustments made to the plan in response.</p> <p>Thoughtful review and analysis of, and reflection on, the purpose and relevance of the plan.</p> <p>Proficient reflection on the development and demonstration of the five capabilities.</p>
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community. (citizenship)</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities, and goals for present and future options. (personal development)</p> <p>Satisfactory development of a plan that demonstrates preparation for workplace learning and employability skills. (work)</p> <p>Satisfactory development and demonstration of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Satisfactory awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p> <p>Satisfactory decision-making about ways to build on some existing abilities.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals. (communication)</p> <p>Satisfactory communication and development of some of the capabilities with some relationship to the student's goals (e.g. SACE completion, employment, higher and further education). (communication)</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p> <p>Satisfactory reflection on the development and demonstration of some of the capabilities.</p>
D	<p>Some development and demonstration, with support, of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Some exploration of aspects of personal learning related to goals for present and future options. (personal development)</p> <p>Some development of parts of a plan that demonstrate preparation for workplace learning and employability skills. (work)</p> <p>With support, some development and demonstration of aspects of learning skills related to goals for present and future learning in and beyond the SACE. (learning)</p>	<p>Partial awareness of current literacy, numeracy, and ICT skills and other capabilities.</p> <p>With support, development of some skills to make partial decisions about aspects of the plan.</p> <p>With support, exploration of aspects of existing abilities.</p>	<p>With support, communication with others to partially identify ideas and aspects of planning. (communication)</p> <p>Basic communication of aspects of the capabilities that may be linked to the student's learning goals. (communication)</p>	<p>Limited evidence of some self-reflection and planning; with support, some adjustments may be made to the plan.</p> <p>Basic description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, basic discussion about some aspects of the capabilities.</p>
E	<p>Little development or demonstration of possible ways in which the student can contribute to the wider community. (citizenship)</p> <p>Partial lists of aspects of personal learning that may be related to goals for present and future options. (personal development)</p> <p>Limited development of parts of a plan that may show preparation for workplace learning and employability skills. (work)</p> <p>Infrequent demonstration of aspects of learning skills that may be related to goals for present and future learning. (learning)</p>	<p>With support, a limited statement of some aspects of current literacy, numeracy, and ICT skills and possibly other capabilities.</p> <p>With support, partial and limited decisions about any parts of a plan.</p> <p>Occasional accessing of some information that may not always link to an area or areas for development in planning.</p>	<p>With support, communication with at least one other person to partly identify aspects of a plan. (communication)</p> <p>Partial and limited communication about some aspects of the capabilities that may or may not be linked to the student's goals. (communication)</p>	<p>With support, identification of an aspect of the plan that could be adjusted.</p> <p>With support, description of aspects of a plan and a partial statement of its purpose.</p> <p>With support, a list of some aspects of the capabilities.</p>

PART 10:

ICAN PLP Trial Feedback Sheet

(All parties please complete consent and feedback sheet)

ICAN requests your permission to use this trial document for training and development purposes:

FLO Student:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Case Manager:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010

FLO Coordinator:

- ☐ I give my permission for this document to be used by ICAN for training and development purposes.
- ☐ I do not give my permission for this document to be used by ICAN for training and development purposes.

NAME: _____ SIGNED: _____ DATE: __/__/2010